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This annotated bibliography dealing with training and retraining of adults and out of school youth, is the second joint publication of the ERIC Clearinghouse on Adult Education, and the Adult Education Clearinghouse of the National Association for Public School Adult Education. It contains 36 indexed and abstracted entries, dated 1965-1968, and arranged under the following headings: 1) program administration, 2) training programs, 3) program descriptions and guides, 4) participants, 5) statistics and data, 6) historical studies, and 7) other studies and reports. (author)

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ERIC CLEARINGHOUSE ON ADULT EDUCATION

Public School Adult Education

CURRENT INFORMATION SOURCES, NO. 19
August, 1968

ERIC CLEARINGHOUSE ON ADULT EDUCATION

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PUBLIC SCHOOL ADULT EDUCATION, CIS - 19

ABSTRACT

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The abstracts in this publication have been roughly arranged into the following groups: 1) Program administration, 2) Training programs, 3) Program descriptions and guides, 4) Participants, 5) Statistics and data, 6) Historical studies, and 7) Other studies and reports.

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August, 1968

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All other documents must be obtained from the indicated original source. If it is impossible to obtain a document from the originating source, help may be obtained from the ERIC Clearinghouse on Adult Education.

AC 000 012 I BASIC EDUCATION FOR ADULTS. A report of the California State Committee on Basic Education. California. Dept. of Educ. Bureau of Adult Education. AUG 65 84p.

TERMS: adult basic education, *program administration, *adult teaching, *instructional materials, teacher characteristics, literacy

ABSTRACT: This report is designed to assist in the development of methods and materials appropriate for older youth and adults in elementary education, high school subjects, and with minor adaptations, in Citizenship, and English as a second language, and also to afford an opportunity for school districts to evaluate the counseling and guidance services essential to those with special educational handicaps, who are not easily measured on available testing instruments. It discusses the responsibility for planning, establishing and operating basic education programs, characteristics of the students and how their abilities can be assessed, and what qualifications a teacher needs. An instructional program is outlined in considerable detail. A list is provided of helpful teaching aids, a bibliography of reading materials at different levels and in different subject areas, and tests for basic skills. (eb)

SECONDARY TERMS: education, participant characteristics, teacher qualifications, California,

AC 000 990 C HOW TO START AN ADULT EDUCATION PROGRAMME, SUGGESTIONS FOR SCHOOL BOARDS. Pummell, M.F. 26p.

TERMS: *educational administration, *adult education programs, *program planning, public relations, educational finance, interagency cooperation, teacher employment, curriculum planning, Canada,

ABSTRACT: Sections in this guide are-- courses offered, where and when classes will be held, who will be responsible, who will teach, how to publicize the program, how to finance the program, and to what extent and in what way shall the school board cooperate with other agencies.

AC 001 471JC IMPACT (IN Audiovisual instruction 11(4)/248-250, Apr 1966). Shaw, Nathan C. Apr 66 3p.

TERMS: *adult education programs, *school community cooperation, *program planning, *public school adult education, *pilot projects, NAPSAE, IMPACT,

ABSTRACT: IMPACT, a three-pronged attack on undereducation, was developed by the National Association for Public School Adult Education (NAPSAE), and included a photo-documentary brochure, a 12 minute filmograph, and a manual to help communities start adult programs or strengthen the ones they have.

AC 001 474JC MEDIA BOLSTERS AN ADULT EDUCATION PROGRAM(IN audiovisual instruction 11(4)/257-259, Apr 1966). Dorland, James R. Apr 66 3p.

TERMS: *adult education programs, *mass media, *promotion (publicize), *instructional materials, *public school adult education,

ABSTRACT: Adult education leaders in Canton, Ohio have used newspapers and radio to promote programs and AV equipment to contribute to the actual teaching-learning process.

AC 002 468 E A STUDY OF COUNTY SCHOOL SUPERINTENDENTS' PERCEPTION OF THE 4-H PROGRAM IN WEST VIRGINIA. (M.Ed. thesis) Shipe, Beverly Annette North Carolina Univ., Raleigh. State Univ. Mar 68 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *perception, *school superintendents, *youth clubs, *county school systems, *rural extension, questionnaires, youth programs, curriculum, Four H Clubs, Cooperative Extension Service,

ABSTRACT

To acquire a more adequate understanding of the perception that county school superintendents have of the Four-H program in West Virginia, questionnaires returned from 87 percent of the superintendents in each of 55 counties were studied. The superintendents were selected because they had official authority to grant or withhold the right to distribute literature, to use the physical facilities for meetings and other events, and to have the Four-H program as a complementary part of the comprehensive school curriculum. Findings were (1) that a substantial number perceived the Four-H program as being an organization for youth from rural areas only, and (2) in general they felt the Cooperative Extension Service should extend its efforts in youth education to groups not directly associated with the Four-H program. Appendixes include a copy of the questionnaire, related correspondence, and tables showing the superintendents' perceptions of the present and potential amounts of emphasis on the objectives of the Four-H program in West Virginia. This masters thesis is available from North Carolina State University, Raleigh. (author/rt)

AC 001 636 E AIDES FOR ADULT EDUCATION, A TRAINING PROGRAM FUNDED BY THE OHIO
ED 014 664 BOARD OF REGENTS UNDER TITLE 1 OF THE HIGHER EDUCATION ACT. Edwards, William L. * Cohen, Edmund D. Case Western Reserve Univ., Cleveland, Ohio. Cleveland College. Cleveland Public Schools. Division of Adult Education. 67 EDRS PRICE MF-$0.25 HC-$0.80 20p.

TERMS: *teacher aides, *adult basic education, *public schools, *teacher workshops, *evaluation, welfare recipients, participant

ABSTRACT: The Aides for Adult Education workshop (February 10-May 20, 1967) was held in Cleveland, Ohio by Cleveland College and the public school system to develop better classroom communication and a more intensive learning situation for disadvantaged adult students. Twenty welfare recipients, almost all Negro women, were selected for aide training on the basis of verbal ability, reading comprehension, interpersonal attitudes, and attitudes toward educational institutions and community organization. Experienced teachers in public school adult education were chosen for the project according to successful classroom performance, interest in a training project, and a felt need for the help of an aide. Workshop activities were designed to give both aides and teachers an overview of adult basic education, curriculum materials, classroom organization, and procedure. An evaluation of classes with and without aides showed that with aides, more individual help is given, and teachers lecture more and answer questions less. The teachers themselves felt that they could effectively handle larger classes with aides. (The document includes appendixes and workshop statistics) (ly)

SECONDARY TERMS: characteristics, economic disadvantagement, selection, criteria, training techniques, rating scales, classroom environment, negroes, evaluation techniques,

AC 000 371 I THE ESTABLISHMENT OF A "NEW CAREERS" PROGRAM IN A PUBLIC SCHOOL. Pruger,
ED 013 235 Robert Contra Costa Council of Community Services PUB-107 Mar 66
EDRS PRICE MF-$0.25 HC-$2.28 55p.

TERMS: *career opportunities, *low income groups, *teacher aides, *training, school community relationship, elementary schools, program evaluation,

ABSTRACT:

UNDER THE NEW CAREERS PROGRAM 16 LOW-INCOME INDIVIDUALS SELECTED FROM 175 APPLICANTS, WERE TRAINED AS SCHOOL-COMMUNITY WORKERS (SCW) AND ASSIGNED TO VARIOUS ELEMENTARY SCHOOLS IN RICHMOND, CALIFORNIA. THE JOB REQUIREMENTS WERE--(1) HIGH SCHOOL DIPLOMA OR EXPERIENCE IN A DIRECT, PERSON-TO-PERSON RELATIONSHIP IN SCHOOL OR IN SOCIAL SERVICE RELATED WORK, (2) THE CAPABILITY OF BEING TRAINED FOR THE JOB, (3) THE MATURITY, MOTIVATION AND ABILITY TO RELATE TO SCHOOL PERSONNEL, STUDENTS AND PARENTS, (4) THE ABILITY TO CONDUCT AND RECORD HOME INTERVIEWS, (5) THE CAPABILITY OF LEADING PARENT DISCUSSION GROUPS, AND (6) THE ABILITY TO REPRESENT THE SCHOOL AND DISCUSS ITS PROGRAMS WITH COMMUNITY GROUPS. THE GROUP PARTICIPATED IN A 9-WEEK ORIENTATION AND TRAINING PROGRAM WHICH INCLUDED WORK WITH YOUTH, COMMUNITY, JOB CORPS, AND EDUCATIONAL AGENCIES. DURING THE SUMMER THE SCWS ALSO PARTICIPATED IN A SEPARATE PROGRAM SPECIFICALLY ORIENTED TO THEIR JOBS IN THE SCHOOLS. THE SCW'S ACTUAL TASKS ENCOMPASSED (A) INDIVIDUAL CASE WORK IN WHICH THE SCW CONDUCTS A CONTINUED RELATIONSHIP WITH THE STUDENT, HIS PARENTS AND HIS TEACHER (A MANAGEABLE CASE LOAD IS 8), (B) DIRECT REFERRALS OF STUDENTS WHOSE CLASSROOM BEHAVIOR HAS REQUIRED IMMEDIATE ATTENTION, (C) COMMUNITY CONTACTS IN WHICH SCHOOL PROGRAMS ARE INTERPRETED TO THE PARENTS AND SUPPORT FOR THE SCHOOL PTA IS DEVELOPED. PRINCIPALS AND SUPERVISORS AGREED THAT THESE AND OTHER TASKS PERFORMED WITH CHILDREN AND PARENTS BY SCWS WERE OF GREAT HELP. (LC)

SECONDARY TERMS: recruitment,

AC 000 136FI ATTITUDINAL CHANGES TOWARD ADULT EDUCATION DURING STUDENT TEACHING.
ED 011 547 Miller, Texton R. & Pasour, Henry. North Carolina Univ., Raleigh, N.C. State University Report number RS-3 EDRS PRICE MF-$0.25 HC-$1.48
67 37p.
TERMS: *adult education, *rural education, *attitudes, *changing attitudes, *student teachers, vocational agriculture, public school adult education,

AT NORTH CAROLINA STATE UNIVERSITY, THE STUDENT TEACHER SEMESTER CONSISTS OF A PERIOD OF 7 WEEKS ON CAMPUS AND 10 WEEKS OFF CAMPUS IN A STUDENT TEACHING CENTER. FROM 1960 TO 1965, ALL AGRICULTURAL EDUCATION SENIORS (166) WHO UNDERWENT STUDENT TEACHING WERE GIVEN A 29-ITEM ATTITUDE INVENTORY AT THE BEGINNING AND END OF THE SEMESTER. THE STUDY FINDINGS SHOWED THAT (1) EACH OF THE 6-YEAR GROUPS SHOWED A GAIN IN FAVORABLE ATTITUDE TOWARD ADULT EDUCATION AS A FUNCTION OF THE PUBLIC SCHOOL, (2) STUDENT ATTITUDE SCORES AT THE BEGINNING OF THE SEMESTER WERE LOWER DURING THE LAST HALF OF THE STUDY, (3) END OF THE SEMESTER SCORES WERE HIGHER DURING THE LAST 3 YEARS, AND (4) BEFORE THEIR TEACHING SEMESTER, STUDENTS FELT TEACHERS SHOULD DEVOTE FROM 31 TO 43.7 PERCENT OF THEIR TIME TO ADULT EDUCATION. AFTER STUDENT TEACHING, THE RANGE BECAME 35.9 TO 48.3 PERCENT. (PS)

III - PROGRAM DESCRIPTIONS AND GUIDES

AC 001 643JI ADULT EDUCATION CENTRES IN CUMBERLAND (In VOCATIONAL ASPECTS OF SECONDARY AND FURTHER EDUCATION, 19(44)/218-231, Autumn 67). Nettleton, John A. 14p. illus. Bibliog., pp.230-231.
TERMS: *adult education, *post secondary education, *county school systems, *administrative organization, *program descriptions, curriculum,

ABSTRACT: Since 1959, local education authorities in Cumberland, England, have designated a number of new secondary schools as further education centers. Broadly based local management committees supervise the general operation of the centers on behalf of the County Education Committee. Tutors plan course offerings, assist local voluntary organizations, encourage youth activities, help run the dining halls, and work with secretaries and committees of village centers in a defined area around each main center, Art, sports and physical education, handicrafts, hobbies, vocational courses, dancing, driver education, literature, languages and assorted community activities for both youth and adults have been encouraged. The major problems are shortages of tutors, desired courses and extremely heavy use of facilities. The chief reasons cited for the success of these rural centers are the effects of social change, the freedom and initiative enjoyed by the centers and their tutors, and the local orientation of program planning. (The document includes enrollment data, a map, and references.) (ly)
SECONDARY TERMS: group activities, youth programs, school community cooperation, after school centers, facilities, financial policy, instructional staff, geographic regions, enrollment, secondary schools, Cumberland, Great Britain, public school adult education,

AC 001 679 I PARENT EDUCATION IN PUBLIC ADULT SCHOOLS. Smith, William, J.J. California State Dept. of Education, Sacramento. 67 16p.
TERMS: *parent education, *family life education, *public school adult education, *parent child relationship, parent school relationship, school support,

ABSTRACT: Important aspects of parent education and family life programs in the California public schools are outlined. Both lay and professional personnel are involved in a variety of programs including classes and demonstrations for parents of varied school aged children, preschoolers, exceptional children and for non English speaking parents. Among objectives of the program are--to recognize and develop responsibility to meet children's physical, mental, emotional, and spiritual needs, to learn about suitable play materials, and discover the special needs and abilities of ones own child. The federal, state and local school district jointly finance many programs, among them are head start, preschool educational programs, compensatory education, education and day care for migrant children children's centers, adult basic education centers, Neighborhood Youth Corps, and day care for children. Classes are usually conducted within the adult education program of a public school district. (pt)
SECONDARY TERMS: state federal aid, exceptional children, preschool children, migrant child education, migrant child day care centers, non English speaking, child development, growth patterns, child rearing, child care centers, individual development, preschool education, adult basic education, on the job training, California, compensatory education.

AC 001 842 E
ED 015 419
A TEACHER'S GUIDE TO TEACHING ADULT READING. Anderson, Presco. New York State Univ., Albany. Bur. of Continuing Educ. Curr. Dev. JUN 67 EDRS PRICE MF-$0.50 HC-$4.52 113p.

TERMS: *reading improvement, *adult education programs, *teaching methods, *instructional materials, *program administration,

ABSTRACT: This handbook is designed for New York State teachers and administrators of adult reading improvement courses. Primarily, it suggest course content, reading skills to be mastered, specific methods of instruction, diagnostic techniques, teaching and testing materials, and classroom record forms for use in evaluating student progress. The publication is written to assist teachers with adults of varying levels of reading achievement. In addition, it offers directors of adult education concrete suggestions concerning the promotion, organization, and supervision of the courses. (author/rt)

SECONDARY TERMS: reading diagnosis, evaluation techniques, promotion (publicize), grouping (instructional purposes),

AC 001 249 E
ED 012 418
CONTINUING EDUCATION IN HOME ECONOMICS FOR OUT-OF-SCHOOL YOUTH AND ADULTS. A GUIDE FOR PLANNING AND ORGANIZING LOCAL PROGRAMS. New York State Educ. Dept. Bur of Cont. Educ. Curriculum Dev. 66 EDRS PRICE MF-$0.09 HC-$1.76 44p.

TERMS: *home economics education, *program planning, *program guides, *family life education, course objectives, program content,

ABSTRACT: Replacing "Homemaking education for adults," published by the New York State Education Department in 1956, this guide includes education for personal and family living and for occupational skills. It should be helpful to adult education directors, school principals, supervisors of home economics, and area-center program planners. It presents content areas which provide a source for designs of such informal activities as clinics, discussions, field trips, and exhibitions, lists objectives for the two aspects of home economics, presents an overview of offerings available, and suggests ways to determine local needs by analyzing present opportunities for adult learning and collecting information on adult characteristics and their problems. It suggests five ways of developing and operating a local program, emphasizes the importance of interpreting it properly, gives suggestions for stimulating people to participate, and indicates some ways to provide space and facilities which promote learning by adults. It describes the type of financial records, inventories, and participant records that are necessary and lists questions to help determine the value of the program. An annotated bibliography is included. (sm)

SECONDARY TERMS: adult characteristics, program evaluation, educational facilities, educational needs, community study, occupational opportunities, records (forms), adult education programs, promotion (publicize),

AC 001 727 E
ED 014 687

THE HIGH SCHOOL COMPLETION PROGRAM FOR ADULTS AND OUT-OF-SCHOOL YOUTH. Michigan State Dept. of Public Instruction, Lansing 65
EDRS PRICE MF-$0.25 HC-$1.44 36p.

TERMS: *adult students, *out of school youth, *continuation high schools, *public school adult education, *student certification, financial policy, teacher qualifications, dropouts, admission criteria, units of study (subject fields), equivalency tests, achievement tests, guidance counseling, student costs, facilities, private schools, vocational schools, statistical data, educational opportunities, correspondence study, accreditation (institutions), Michigan,

ABSTRACT: Detailed recommendations are given for a program of high school completion studies for adults and teenagers in Michigan. The background and the causes and effects of the dropout problem are reviewed, and the opportunities and problems (principally accreditation and financial policy) presented by existing programs in Michigan and certain other states are discussed. Curriculum objectives (acquisition of academic knowledge and viable job skills), teacher qualifications and functions, financial responsibility, and relationship to the total public school program are outlined. Finally, policy suggestions are laid down concerning student eligibility , equivalency testing, greater allowance for previous credits and work experience, issuance of diplomas, counseling services, administration and funding, and other aspects of program implementation. (Included are ten references and appendixes on equivalency and achievement tests) (ly)

AC 002 188 E

HOW TO PASS HIGH SCHOOL EQUIVALENCY EXAMINATION. Cowles Educational Publications. Klagsbrun, Francine, ed. 67 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *equivalency tests, *study guides, *high school curriculum, *self evaluation, grammar, spelling, social studies, sciences, literature, mathematics,

ABSTRACT: Organized into a five-day study plan, allowing one day's study to each part of the equivalency examination (spelling and grammar, social studies, science, literature, and mathematics), this book provides sample tests and answer sheets, a Test Score Record and Self Evaluation Profile, and supplementary tests for each subject. The examinee can order an examination simulating the one he will take which will be scored and returned with an analysis of his abilities and personalized suggestions for a study program to overcome weak areas. This book is available, for $3.95, from Cowles Education Corporation, Look Building, 488 Madison Ave., New York 10022. 366 pages. (aj)

AC 001 801ME THE RELATIONSHIP OF SELECTED PERSONALITY NEEDS TO PARTICIPATION, DROP-OUT, AND ACHIEVEMENT AMONG ADULT LEARNERS (Ph.D thesis). Scharles, Henry G., Jr. Florida State Univ., Tallahassee 66 DOCUMENT NOT AVAILABLE FROM EDRS.
TERMS: *personality studies, *adult dropouts, *high achievers, *low achievers, *participant characteristics, research, secondary education, evening classes,

ABSTRACT: To relate personality needs to dropout and achievement among adult learners, a sample of 90 males and 50 females was randomly drawn from the 600 registrants in the Hillsborough County, Florida, Adult Evening High School during the first week of classes. The Edwards Personal Preference Schedule was administered to the sample, and the data was tested by means of the chi square test. Among differences between the sample and norm groups were the sample groups' higher need for exhibition, intraception, and abasement, and lower need for consistency. Male nondropouts differed from the dropout group with a higher affiliation need and lower autonomy need and female nondropouts differed with a higher need for abasement and lower need for achievement. The male high achievers were higher than low achievers in their need for exhibition and succorance, but lower in their need for achievement, deference, intraception, dominance, and heterosexuality, while the female high achievers differed from low achievers in a high need for change and lower need for abasement. This document is available from University Microfilms, Ann Arbor, Mich. Order no. 67-5527. Microfilm $3.00. Xerography $6.00. (author/pt)
SECONDARY TERMS: statistical data, affiliation need, academic achievement, public school adult education, doctoral theses, Edwards Personal Preference Schedule, Florida,

AC 000 024E PUBLIC SCHOOL ADULT EDUCATION IN NORTHERN ILLINOIS. Report of a survey conducted by the Northern Illinois Round Table of Adult Education.
ED 010 860 Griffith, William S. Illinois. Dept. of Adult Education. JUL 66
EDRS PRICE MF-$0.18 HC-$3.84 96p. tables.
TERMS: *public school adult education, *program development, *surveys, *program evaluation, community relations,

ABSTRACT: A questionnaire survey was conducted by the Northern Illinois Adult Education Dept. to determine the characteristics of, and participation in, adult education programs in Northern Illinois in 1963-64. The questionnaire was designed to collect information in several areas, such as programs -- creation, development, scope, purposes, changes, personnel, evaluation, and persistent problems confronting the director in the administration of the overall program. Other areas investigated were -- student enrollment, community relations, finances, promotion and advertising, and physical facilities. The results of the survey showed 48 public schools serving 97,000 adult students, with programs stressing instruction in vocational, homemaking, and leisure time activities. Administrative directors were part-time, not trained in adult education, and made little use of advisory committees, and had full control of programs. Curriculum development and program planning consisted of course selection and teacher recruitment. Adult students in Northern Illinois pay more for courses then the national average. Promotion and advertising consisted mainly of brochures, listing courses, fees, time and location. Less than half of the programs provided student counseling services. Program evaluation was cursory, and major problems were teacher recruitment and program development on a broad basis. (pg)
SECONDARY TERMS: administrative personnel, educational finances, questionnaires, administrative problems, physical facilities, Illinois,

AC 001 522JE ADULT EDUCATION STUDENTS (In REWLEY HOUSE PAPERS 1965-66/14-43). Hanna, Ian. 66 DOCUMENT NOT AVAILABLE FROM EDRS. 30p.

TERMS: *adult students, *participant characteristics, *surveys, *higher education, *public school adult education, evening classes,

ABSTRACT: A study was made of adult students in Leeds, England, and of the educational institutions designed to serve them. Students at Swarthmore (an adult education center offering a varied program including university extension and local education authority (L.E.A.) classes) and at the L.E.A. evening institutes (former technical education centers now offering recreational and scholastic subjects) were compared with each other and with the Leeds adult population. Students were younger, better educated, and of much higher occupational status than the general population. They were unusually attached to education for its own sake, showing a self- improving tendency. Although evening institutes had been thought to be for the working class, the most successful were located in the highest income areas. It was evident that in order to attract students outside the highest skill, educational, and motivational levels, courses must be designed for specific student types, who must be deliberately recruited. More research into teaching methods, student motivation, and the changing social function of education is needed. (This document appeared in REWLEY HOUSE PAPERS 1965-1966, available from Oxford University, Delegacy for Extra-Mural Studies, Rewley House, Oxford, England) (aj)

SECONDARY TERMS: research needs, educational background, age differences, sex differences, group membership, occupations, student motivation, educational objectives, university extension, educational interest, socioeconomic status, continuing education centers, evening institutes, Leeds, Great Britain,

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AC 001 022 E ADULT EDUCATION IN METROPOLITAN TORONTO, A SITUATION REPORT. Cohen,
ED 011 999 A. * and others. Toronto. Board of Education, Toronto (Canada). Research Dept. MAY 67 EDRS PRICE MF-$0.18 HC-$3.80 95p.

TERMS: *adult education programs, *participation, *educational interest, *participant characteristics, individual characteristics, males,

ABSTRACT: A metropolitan Toronto survey sought to determine the number of persons currently pursuing adult education, or not participating but willing to attend a proposed 24-hour center. Information was gathered, by telephone questionnaire, as to organizations sponsoring courses, type, location, and scheduling of courses, time and money invested by participants, and background (age, income, education, etc.). The ratio of women to men exceeded 2 to 1. Also, respondents tended to be younger and more educated than the overall Toronto population. Evenings Monday through Thursday were the preferred attendance times, although all times of the day or week would draw some attendees. Unskilled, unemployed, and retired people, men with lower incomes and education, and less educated housewives, and persons over 45 would clearly favor the center over existing provisions. Current nonparticipants would generally prefer commercial and technical courses to academic courses. Finally, prospective attendees, especially men, would devote more time and money to center programs than to existing programs. Findings call for scrutiny of dropout causes, prompt setting up of the center, and more widespread and effective publicity aimed at educationally needy adults. Document includes 2 figures, 57 tables, and the questionnaire. (ly)

SECONDARY TERMS: females, educational background, student costs, statistical data, program content, research, educational opportunities, public school adult education,

enrollment questionnaires, attendance patterns, educational needs, surveys, Toronto, Canada,

AC 001 888ME A STUDY TO DETERMINE THE EDUCATIONAL INTERESTS OF ADULTS IN SIOUX CITY, IOWA, WHO DID NOT COMPLETE HIGH SCHOOL (Ed.D. thesis). Cox, Robert P. South Dakota Univ., Vermillion Aug 65 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *dropout research, *adult characteristics, *adult education programs, *educational interest, young adults, mature adults, middle aged,

ABSTRACT: A study was made to locate the adults in Sioux City, Iowa, who had not completed high school and to relate their educational interests to the programing of adult education activities. The population was identified through the June, 1964 school census procedures and consisted of 4,714 school dropouts between the ages of 21 and 64. Information was obtained through interviews. Women expressed less satisfaction with their jobs than did men, and both occupied their leisure time in active pursuits. Economic barriers and educational shortages were the major sources of difficulty encountered. The major motivation for adult education participation was to improve employment opportunities. The respondents under 40 were more willing to enroll in educational activities than were older respondents and showed a greater interest in basic elementary and secondary programs. The results indicate that regular school census procedures have definite potential for surveying various populations served by the Department of Adult Education of the Sioux City Public Schools. This document is available from University Microfilms, Ann Arbor, Mich. Order No. 66-1876. Microfilm $3.00. Xerography $8.80. 197 pages. (author/pt)

SECONDARY TERMS: census figures, school demography, statistical analysis, interviews, job satisfaction, working women, leisure time, low income groups, educational retardation, learning motivation, skilled occupations, semiskilled occupations, doctoral theses, Sioux City, Iowa,

V - STATISTICS AND DATA

AC 002 035 E YEARBOOK CEC 1966. European Counc. for Education by Corresp., Brussels
ED 016 932 (Belgium) 67 EDRS PRICE MF-$0.50 HC-$3.68 90p.
TERMS: *correspondence study, *international organizations, directories, tests, questionnaires, program planning, course content, ethical values, students,

ABSTRACT: At the 1965 Annual Meeting of the European Council for Education by Correspondence (CEC), held in Paris in October, the modified CEC constitution was adopted. At the 1966 Annual Meeting, held in London in May, the delegates discussed business and educational aspects of a model code of ethics. To investigate methods of education by correspondence, a questionnaire was submitted to representatives of all member schools in the fall of 1965. Results, based on the programs of 28 European correspondence schools, were tabulated on the planning and elaboration of courses, gaining and advising students, instruction and service, examinations, and measuring students' success. This document includes the constitution, the code of ethics and papers and discussion relating to it, the questionnaire and summaries of responses, a short biography of Gunnar Gadden, a report of the fiftieth anniversary of Denmarks Brevskole, a memorial tribute to Werner Kamprath, and a list of member schools and CEC representatives as of December 1966. (aj)
SECONDARY TERMS: instructional staff, followup studies, correspondence schools, quality control, European Council for Education by Corresp, Gunnar Gadden, Werner Kamprath,

AC 000 989 I STATE PRACTICES REGARDING HIGH SCHOOL DIPLOMA EQUIVALENCIES AND PROCEDURES LEADING THERETO, A SUMMARY. Carver, Fred D. Illinois Univ. Urbana, Bureau of Educational Research Est.66 6p.
TERMS: *state standards, *statistical data, *equivalency tests, *student certification, *high school curriculum, veterans, educational background,

ABSTRACT: Arranged by state, data on high school equivalency tests used in all cases, eligible persons, minimum age, high school enrollment requirements, type of certificate given, and number of certificates reported for the 1963-64 school year are summarized. The information was obtained through a questionnaire distributed in November 1964 to State Departments of Education and from the Commission on Accreditation of Services Experiences of the American Council of Education, The Bulletin, no.5, Jan 1963. (aj)

AC 001 084 I SURVEY OF ADULT EDUCATION (L'EDUCATION DES ADULTES), 1964-65 (Catalogue No.81-207, annual) (Text in English and French). Canada Dominion Bureau of Statistics, Adult Education Section Jun 67 46p.

TERMS: *adult education programs, *student enrollment, *statistical data, university extension, government (administrative body), public libraries, museums, credits, teacher education, proprietary schools, Canada,

ABSTRACT: A total enrollment of 2,854,065 in Canadian adult education courses during 1964-65 was reported by such bodies as universities and colleges, federal and provincial departments and agencies, school boards, public libraries, teacher training institutions, business and trade schools, museums and art galleries, health agencies, wheat pools, and private industries. Over 75 percent of enrollments were reported in courses sponsored and operated by government departments. About 11 percent of the total were in university or college sponsored courses. About the same number were for credit toward high school diplomas or university degrees. The rest were in social education or cultural courses. The data are tabulated.. (ly)

AC 001 907 I NARRATIVE SUMMARY OF NATIONAL DATA ON STUDENTS IN ADULT BASIC EDUCATION and RESULTS OF THE SURVEY OF ADULT BASIC EDUCATION STUDENTS. U.S. Office of Education. Adult Education Branch 68 10p.

TERMS: *adult basic education, *participant characteristics, *public school adult education, *national surveys, race, marital status, income, welfare

ABSTRACT: A tabulation of the national summary of data resulting from a Demographic Survey of Adult Basic Education students conducted by the U.S. Office of Education, cooperating with state and local public school systems during the first half of 1967, covers 94,000 new enrollees of the 400,000 total enrolled during that school year. Data are given on race or national origin, sex, marital status, income and employment, welfare recipients, home and class location, age, and grade level completed. This document is available from the U.S. Office of Education, Adult Education Branch, Washington, D.C. (aj)
SECONDARY TERMS: recipients, school location, educational background, demography, sex differences, age differences,

AC 000 218 C A STATISTICAL SUMMARY OF ADULT EDUCATION IN CALIFORNIA, 1965-66 (IN California education 3(9)/23-25, May 1966). Sworder, Stanley E. California. State Dept. of Education, Sacramento. 66 3p.

TERMS: *statistical data, *adult education programs, *public schools, adult education, junior colleges, enrollment, salaries, tuition, California,

ABSTRACT: Tables summarize enrollments by subject and type of school, salaries of administrators and teachers, and tuition fees for 1965-66 and comparisons with 1961-62 figures. (ly)

AC 000 191 C ADULT EDUCATION IN THE AMHERST CENTRAL HIGH SCHOOL DISTRICT. A position paper. Minich, Carl E. Amherst Cent, High Sch.Dist., Amherst, N.Y. Board of Education. Mar 65 39p.

TERMS: *public school adult education, *program administration, *instructional staff, legal responsibility, promotion (publicize), curriculum, financial support, Amherst, N.Y.,

ABSTRACT: In this position paper the 18-year history and development of the Adult School program in the Amherst Central High School District is described, the key areas of concern are identified, and a rationale for the current program and practices is presented. There are recommendations for future action. (ly)

AC 002 027 E FARM, MILL, AND CLASSROOM, A HISTORY OF TAX SUPPORTED ADULT EDUCATION IN SOUTH CAROLINA TO 1960. Hardy, Norfleet 67 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *historical reviews, *public school adult education, *residential programs, *university extension, *federal aid, Negro education, folk schools,

ABSTRACT: The agrarian tradition, the British legacy of aristocratic ideas, and the entrenchment of conservative attitudes following the Civil War were all inhibiting factors to educational progress in South Carolina until, early in the twentieth century, they precipitated the need for publicly supported literacy training and other remedial programs. Recently, as South Carolina moved from an agrarian economy to a more complex industrial economy, social, economic, political, and general cultural changes have resulted in publicly supported adult education in the State--public school adult education (public night schools), opportunity schools (residential institutions based on the folk school), and university extension. Federal aid has stimulated state and local support for adult education, but its emphasis on vocational programs, by creating a dichotomy between general and vocational education, has also had a negative influence. Forces hindering the growth of adult education in South Carolina are the low economic status of the State, the lack of compulsory school laws, the marginal status of adult education, and the temporary, emergency nature of Federally supported programs. (This heavily documented history includes tables, an index, and an extensive bibliography.) This document is available, for $6.95, from the College of General Studies, University of South Carolina, Columbia. 217 pages. (aj)

SECONDARY TERMS: illiteracy, federal state relationship, general education, adult vocational education, enrollment, financial support, South Carolina,

(Also have microfilm, AC 002 027)

VII - OTHER STUDIES AND REPORTS

AC 001 086 E RESEARCH STUDIES WITH IMPLICATIONS FOR ADULT EDUCATION, MOUNTAIN-PLAINS REGION, 1945-1966. Burrichter, Arthur. * Jensen, Glenn. Wyoming Univ.
ED 012 413 Dept. of Adult Educ. and Instructional Services. MAR 67 EDRS PRICE MF-$0.18 HC-$3.36 84p,

TERMS: *adult education, *annotated bibliographies, research, adult learning, higher education, university extension, public school

ABSTRACT: This compilation of abstracts of adult education research studies conducted in New Mexico, Arizona, Nevada, Utah, Idaho, Wyoming, and Colorado covers college and university adult education, public school adult programs (mainly secondary and adult basic education), vocational and technical training (including industrial inservice training), adult learning and creativity and appropriate testing, migrant adult education, civil defense education, educational methods and media, program administration, socioeconomic influences, the need for research personnel, and the needs, interests, and other characteristics of various clientele groups (rural dwellers, veterans, the aged, welfare recipients, etc.). Criteria for judging the significance and suitability of these studies included (1) studies completed since 1945, (2) specific studies carried on in each state and distinctly pertaining to that state, and (3) studies done in a given state, involving people of projects outside the state where the findings would apply to the entire field of adult education. Each abstract contains the purposes and methods used and a summary of the findings. (ly)

SECONDARY TERMS: adult education, adult basic education, leadership training, rural extension, participation, vocational training, professional training, adult educators, educational interest, doctoral theses, masters theses, migrant adult education, participant characteristics, educational methods, womens education, educational needs,

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AC 000 210 C FACTORS INHIBITING ADULT EDUCATION PROGRAMS IN MICHIGAN-Report on the findings of a survey. Michigan State Univ. East Lansing. Dept. of Teacher Education. 26p.

TERMS: *adult education programs, *administrative problems, *educational needs, *Michigan, *surveys.

ABSTRACT: The major problems confronting directors of adult education in Michigan were--(1) identifying needs of adults, (2) limited supply of qualified teachers, (3) time to administer program, (4) publicity program, (5) support from state tax funds, (6) time to supervise instruction, (7) competition with community activities, and (8) in-service training for teachers.

AC 001 549AE LIBERAL STUDIES IN ADULT EDUCATION (Chapter 7 In THE AIMS AND ORGANIZATION OF LIBERAL STUDIES, edited by D.F. Bratchell and Morrell Heald, New York, Pergamon, 1966/107-125). Marsh, A.I. 66 DOCUMENT NOT AVAILABLE FROM EDRS 20p.

TERMS: *adult education programs, *general education, *educational trends, *educational objectives, humanities, participation,

ABSTRACT: Although local education authorities, through technical colleges and evening institutes, are the largest providers of adult education in Britain, liberal studies are dominated by the universities and by the Workers' Educational Association (WEA). Local education authorities have tended to favor a non-university approach by providing classes in a broad range of leisure time interests from hobbies to the fine arts. The liberal studies tradition, by contrast, includes the Mechanics' Institutes and other voluntary movements designed to serve the Victorian working classes, the founding (1903) of the WEA, and the high standard of workers' classes envisaged in the 1908 Oxford Report. However, the WEA itself has experienced a gradual shift, in clientele, from manual workers to housewives and white-collar groups, and in courses, from social sciences and philosophy to broader, less rigorous programs to develop social, cultural, and economic awareness. Moreover, trends in higher education are erasing many distinctions between vocational and nonvocational programs. (This document is chapter 7 in THE AIMS AND ORGANIZATION OF LIBERAL STUDIES, edited by D.F. Bratchell and Morrell Heald, available from Pergamon Press, Inc., 44-01 21st St., Long Island City, N.Y. 11101) (1y)

SECONDARY TERMS: voluntary agencies, organizations (groups), enrollment trends, residential programs, classes (groups of students), statistical data, university extension, units of study (subject fields), public school adult education, laborers,

AC 002 315 I FUNCTIONS AND COMPETENCIES OF ADULT EDUCATORS IN AUSTRALIA (IN AUSTRALIAN JOURNAL OF ADULT EDUCATION, 7(2)/11-19, Dec 67). Durston, Berry H. 67 9p. DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *adult educators, *educational needs, *teacher qualifications, *educational responsibility, surveys,

ABSTRACT: A survey was conducted on the general functions, competencies, and learnings of adult educators in Australia. The 36 respondents (full time professionals with primary responsibility for adult education programs, holders of appointments in departments of adult education or extension, and adult education specialists on the staffs of state education departments or other agencies) tended to view the devising, planning, and promotion of programs as their major tasks. Most (32) spent about half their time or more on program administration and organization. About 70 percent of respondents edited and prepared reports of proceedings and conducted research in adult education and other disciplines as part of their duties. Other duties were audiovisual work, correspondence course planning, library supervision, migrant and higher education, and festivals and exhibitions. Competencies stressed included skills in administration, organization, and teaching, certain personal and social values and qualities, broad academic knowledge, and professional training in such areas as psychology, sociology, and educational administration. The document includes a table and six references. It appeared in AUSTRALIAN JOURNAL OF ADULT EDUCATION, Volume 7, Number 2, December 1967. (1y)

SECONDARY TERMS: noninstructional responsibility, professional training, units of study (subject fields), Australia,

C 001 015JI EDUCATIONAL INSTITUTIONS AND ADULT LITERACY (Seminar report and papers, Asian-South Pacific seminar on the role of educational institutions in the promotion of adult literacy, New Delhi, India, Oct 24-27,1966) (IN ASPBAE journal, 1(2)/1-51, Nov 66). Asian-South Pacific Bureau of Adult Education, New Delhi (India). NOV 66 53p.

TERMS: *adult basic education, *educational responsibility, *literacy education, *program development, illiterate adults,

ABSTRACT: Special reports and essays on the role of educational institutions and voluntary agencies in adult literacy work deal with such issues as training functions, program planning, research and program evaluation, publicity, publications, finance and administration, and personnel. One essay views the role of the university in terms of providing basic and applied research, providing background expertise, and preparing the trainers of literacy workers. Another essay, which discusses the values and limitations of public school literacy and basic education in the light of Philippine experiences, presents the community schools as sources of literacy education and broadly based community development, outlines the elements of fundamental education, and surveys the folk schools and other continuing education activities. A third essay discusses the special advantages (mainly flexibility, creativity, close contact with the people and their needs, and effectiveness in converting broad plans and aims into useful action) of voluntary groups. Finally, the Deputy Chief of the UNESCO Mission in India urges greater integration of adult education and literacy programs into the dynamics of society, and cites needs in program planning and evaluation, mass media use, and documentation. (author/ly)

SECONDARY TERMS: organizations (groups), universities, voluntary agencies, community development, teacher education, folk schools, mass media, educational methods, curriculum, urban extension, university extension, adult teaching, public school adult education, Philippines, India, Southeast Asia,

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AC 002 019ME VALIDATION OF THE OBJECTIVES OF PUBLIC SCHOOL ADULT EDUCATION (Ed.D.thesis). Smith, Joseph Richard California Univ., Los Angeles Jun 66 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *educational objectives, *public school adult education, general education, citizenship responsibility, leisure time,

ABSTRACT: The major goals of public school adult education identified in this study are--(1) general education for self realization, (2) occupational education for economic efficiency, (3) citizenship education for civic responsibility, (4) homemaker education for family life, (5) special education to meet individual and community problems, (6) recreation education for use of leisure time. The objectives which contribute to the achievement of these goals are listed. Procedures used included consultation and interviews with professors of adult education and with chief administrative officers in state departments of education and state and national professional associations of public school adult educators, a survey of the literature relating to adult education in the public schools, examination of program offerings in school districts participating in the study, evaluation of replies from a panel of authorities on objectives of public school adult education, analysis of the degree of agreement between adult educators and the panel, and drafting a statement of objectives of public school adult education. This document is available from University Microfilms, Ann Arbor, Michigan. Microfilm $3.00 Xerography $7.40 133 pages. (author/aj)

SECONDARY TERMS: homemaking education, doctoral theses, vocational education, investigations,

AC 002 316JI PERSONNEL SERVICES FOR ADULTS (In BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 52(324)/58-65, Jan 1968). Hoffman, Fred W. Jan 68 8p. DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *counseling services, *public school adult education, *dropout prevention, *program evaluation, *school community cooperation,

ABSTRACT: In Pinellas County, Florida, personnel services including counselors, psychologists, and social workers were established in each of the adult evening high schools, the adult vocational training center, the technical education center, and the adult basic education centers to assist adults to adapt to a changing society. The guidance personnel also attempt to reach high school dropouts through letters over a six month period and will provide personal contact through home visits with dropouts in the future. A program is planned to give counseling services to local industrial employees wishing to upgrade their educational level. The most effective continuing evaluation of personnel services is provided by a monthly inservice meeting in which case histories and taped counseling interviews are criticized. This article appeared in THE BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, Volume 52, Number 324, January 1968, pages 58-65. (aj)

SECONDARY TERMS: Florida,

AC 001 532 E ED 014 022 ADULT EDUCATION PERIODICAL HOLDINGS. ERIC Clearinghouse on Adult Education, Syracuse, N.Y. OCT 67 EDRS PRICE MF-$0.09 HC-$0.76 19p.

TERMS: *periodicals, *bibliographies, *adult education, *international organizations, *foreign countries, leadership training, community

ABSTRACT: A list of the more significant periodicals published in the United States and abroad, which are in the collection at the ERIC Clearinghouse at Syracuse University, are included in this document. Among the publication topics are--community development, industrial, management, and labor education, adult basic education, educational media, adult leadership, home study, rural extension, university extension, and public school adult education. The list also includes such information as the source of each periodical, frequency of publication, former titles, and translations. Since the documents are not available from the clearinghouse, the publication sources should be contacted. (pt)

SECONDARY TERMS: development, university extension, rural extension, industrial training, correspondence study, adult basic education, management development, womens education, adult educators, educational television, adult vocational education, public school adult education, labor education,

001 396 E RESEARCH AND INVESTIGATIONS IN ADULT EDUCATION. ERIC Clearinghouse
ED 012 877 on Adult Education, Syracuse, N.Y. SUM 67 EDRS PRICE MF-$0.18 HC-$2.64
66p.

RMS: *adult education, *research reviews, adult learning, program administration, program planning, teaching methods, group instruction,

STRACT: The 177 reports comprising this research review deal with such areas
d topics as learning-related abilities, interests, and motives, program planning
d administration, learning formats and environments, instructional methods and
chniques, adult basic education, vocational education, management and the professions,
stitutional sponsors (chiefly in extension education), and research methodology.
stipulated by the Educational Resources Information Center (ERIC) of the U.S.
ffice of Education, each report includes the title, author, standard bibliographic
tation, and a signed abstract summarizing purpose, methods, and findings in about
0 words. Except for reports from standard journals and other published sources,
st items listed can be purchased in microfilm, microfiche, or hard copy reproduction
ther from University Microfilms, Inc., or from the ERIC Document Reproduction Center
DRS). (This document was also published in Adult education, Volume 17, number four,
mmer 1967. Adult education is issued quarterly by the Adult Education Association
the U.S.A., 1225 Nineteenth St., N.W., Washington, D.C. 20036) (eb)

CONDARY TERMS: individual instruction, training techniques, adult educators,
search, adult vocational education, adult basic education, management development,
ofessional continuing education, rural extension, university extension, vocational
raining, correspondence study, participation,

AC 001 831 E PUBLIC SCHOOL ADULT EDUCATION, 1. (Current information sources). ERIC
ED 016 154 Clearinghouse on Adult Education, Syracuse, N.Y. National Assn. for Pub.
Sch. Adult Educ., Washington, D.C. Jan 68 EDRS PRICE MF-$0.25 HC-$0.72
16p.

TERMS: *public school adult education, *adult education programs, *adult basic education, *secondary education, *annotated bibliographies, attendance patterns, part time teachers, distributive education, womens education,

ABSTRACT: The annotated bibliography is a joint publication of the ERIC Clearinghouse on Adult Education at Syracuse University and the Adult Education Clearinghouse of the National Association for Public School Adult Education. Documents concerned with training and retraining of adults and out of school youth in the area of adult basic and secondary education are cited, most of them provided with abstracts. The majority are dated 1966 or 1967. (pt)

SECONDARY TERMS: correspondence study, directories, educational finance, adult vocational education, participant characteristics,

ERIC CLEARINGHOUSE ON ADULT EDUCATION

P U B L I C A T I O N S

BASIC INFORMATION SOURCES

Adult Education Research, BIS-2

Evening College Education, 1967, BIS-1

CURRENT INFORMATION SOURCES

Adult Basic Education, CIS-3; CIS-18

Adult Education in Africa, CIS-12

Adult Education in Asia, Australia and New Zealand, CIS-13

Community Education for Adults, CIS-2; CIS-16

Continuing Education in the Professions, CIS-4

Education for Aging, CIS-14

Higher Adult Education, #1, CIS-1; #2, CIS-11

Human Relations -- Training and Research, CIS-10

Management Development, CIS-5; CIS-17

Methods and Techniques in Adult Training, CIS-7

Programed Instruction in Adult Education, CIS-15

Public School Adult Education, CIS-9; CIS-19

Television and Radio in Adult Education, CIS-6

Training of Adult Education Personnel, CIS-8

OTHER

Adult Education Periodical Holdings

A Model Information System for the Adult Education Profession, by Roger DeCrow

Research and Investigations in Adult Education (Summer, 1967 issue of Adult Education)

Research and Investigations in Adult Education, 1968 Annual Register

Scope and Services of ERIC/AE

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